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THE CIA INTELLIGENCE SCHOOL

- I. Mission:** To provide a training center to produce intelligence officers, on a continuing basis, who would have a clear understanding of how to support the Agency's mission in the field of National Intelligence.
- II. Objectives:**
- a. The immediate goal by July 1951 is to start basic training of incoming Junior Intelligence Officers.
 - b. A secondary goal is to offer refresher courses for experienced intelligence officers.
 - c. The long range goal is to offer courses of a graduate level for the exhaustive pursuit of specific intelligence problems by representatives selected from other intelligence agencies as well as the Central Intelligence Agency.
- III. Discussion:**
- a. Intelligence problems grew rapidly in scope and complexity from the beginning of World War II in many fields of specialization besides that of Military Intelligence. In an effort to meet this development, the Service Intelligence Agencies established centers of instruction in order to train Attaches and officers designated to serve in Combat Intelligence, Counter Intelligence, Theater Intelligence or in General Staff Intelligence in Washington. Many of those officers, as a result of further training in the National War College, are now serving ably in the Joint Intelligence Group of the Joint Staff, dealing with problems that transcend the concern of just one Service. It is to be noted that the establishment of these Service schools has dealt only with very special problems in the field of intelligence training.
 - b. The establishment of the Central Intelligence Agency met the need for a center to provide coordination of production and to serve the highest governmental levels. The multiple problems handled by the CIA in the fields of research, estimates and operations result in its being the only Intelligence Agency of its kind in the world or in the history of Intelligence. As a result, even more than the Services, the CIA is in definite need of a school whose mission it would be to train incoming personnel, to offer refresher courses for experienced intelligence officers and eventually to provide courses of a graduate level for the exhaustive pursuit of specific intelligence problems by selected CIA personnel.

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Service Intelligence Schools, and graduates of the National War College selected on the basis of interest, professional ability, experience and future assignments.

- c. The urgency of CIA's need for a School is seen in the fact that there are members of the CIA who entered upon duty with no previous intelligence experience or who brought with them experience in one segment only of the whole intelligence picture. There are many who work in fields or area specialization who have no real feel for the country or countries involved owing to a lack of previous training in the language, culture and general background of the area. This is not necessarily the fault of the individual concerned. During the war, intelligence assignments could not be handed out in all cases on the basis of experience. Under pressure, an analyst has become an "expert" in the course of a few years by keeping up with current information on a given country, without ever having found the time or the place to steep himself in the background history of that country.
- d. Another function of the proposed Central Intelligence School would be to acquaint the students with the role CIA really plays in its relations with other agencies. Stresses and strains of inter-agency dealings would be greatly relieved by giving CIA personnel a clearer picture than now exists in their minds of how CIA production is used and by whom. As an example, it is not understood by the majority of the Agency's employees how the Joint Staff of the Joint Chiefs of Staff is organized and how the Joint Intelligence Group uses CIA material.
- e. An important part of the School's curriculum should include lectures on the evolution of intelligence organizations in various countries, a thorough study of British Intelligence Organizations, and finally an exposition of the concept of the CIA's present organization and why it is believed to be the one best suited to achieve the Agency's mission.
- f. A refresher course could be helpful in combating the tendency of the Intelligence Specialist to fall into a rut. Such a course would remind him that all knowledge is relative and that a point in space is never positioned unless related to other points. Differences between academic and intelligence research methods should be discussed. It might be proposed that an expert on "X" country be given problems in school on "Y" country, merely to widen his screen of receptivity.

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- g. The Central Intelligence School's Director should have a small, carefully selected permanent staff, capable of conducting the initial courses. However, it is contemplated that ultimately most of the lectures be offered by well-known experts from academic, business and other walks of life, returning State Department officials to add breadth of vision, and if you will, reality to the thinking of the intelligence professional. Assessing and testing of the student's aptitudes, versatility, and potential of intellectual growth would be an important part of the School's program.
- h. In short, the establishment of a Central Intelligence School would fill the need for a training center to produce intelligence officers, on a continuing basis, who would have a clear understanding of how to support the Agency's mission in the field of National Intelligence.

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